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# *Management Training*

for Supervisors and Staff Officers

## Unit 3 The Supervisor's Job

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Soil Conservation Service  
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You cannot teach a man anything;  
You can only help him to find it within himself.

Galileo



## UNIT 3

### THE SUPERVISOR'S JOB

#### OBJECTIVES

- (1) To understand the principles of supervision.
- (2) To understand the techniques of supervision.
- (3) To learn to apply the principles and techniques of supervision.

#### Difficult but interesting job

There are no jobs in the Soil Conservation Service that are tougher but at the same time more interesting than the job of supervising other people. That kind of job takes more skill, more common sense, more foresight and perhaps more intelligence than almost any other kind of work. And, it usually holds more grief, more trouble and more difficulties than any other -- it does, that is, for the man or woman who has not learned the art of guiding and working with other people.

#### Good supervisors not born

A good supervisor is not born that way. Neither is an artist, or a writer, or a technician of any kind. A good supervisor gets good by study and practice and the more he gets of both the better he is. It does not follow that an expert soil conservationist is also an expert supervisor; in fact, it is all too frequently true that a top-notch technician is just the reverse. Unfortunately, very few of us in the Service have actually studied supervision, although many of us practice at it either on a small scale or large scale. There is no question but that most people can learn how to supervise and that is what this training is all about.

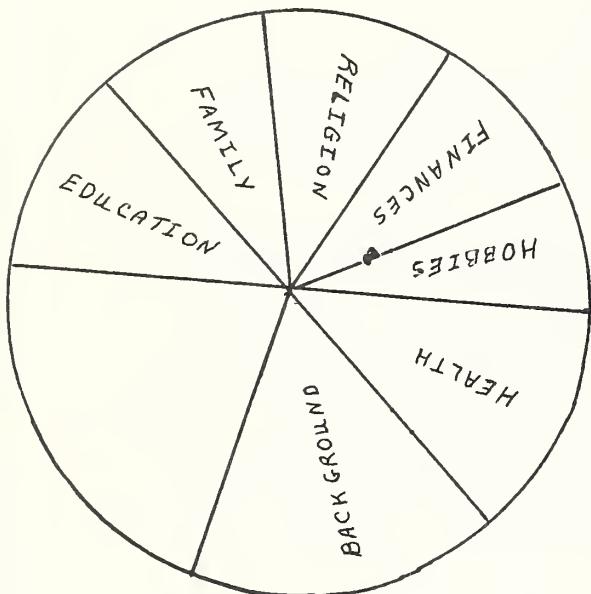
#### How to get to be a good supervisor

The material included in these pages provides a good many of the answers to the question: How do I get to be a good supervisor? These answers are based on the experience of many of the best supervisors in the Service, plus the added experience of several hundred others in the Department of Agriculture, and the written experiences of thousands in business and industry.

## PRINCIPLES OF SUPERVISION

1. The supervisor must know his people as individuals.

### Factors affecting personality



The unit on working with people gives us some guiding principles to help us. (A principle is defined as a "fundamental truth, an accepted rule.") Those same principles are equally applicable in working with our own personnel. Employees are people with similar innate desires which affect their behavior. They also have differences. There are no two people exactly alike. As supervisors, we must be well enough acquainted with our employees to be reasonably sure what each person will do in a given set of circumstances and how each will react to our guidance.

What are some of the things that make him different from other employees? All of these really make up the person who comes to you for supervision. He doesn't leave part of himself at home when he comes to work, does he? Research in industry has shown that over 75% of their difficulties arise outside their work.

How can a supervisor acquire the necessary information he needs about the people he supervises?

### Records

(a) Review service record and talk with former supervisor.

### Observation

(b) Through daily association with his employees, a supervisor can obtain a great deal of information by observation alone. Every contact with an employee provides an opportunity for the supervisor to learn about his likes and dislikes, his desires, his problems and his way of looking at things. Our powers of observation can be improved with practice.

### Good listener

(c) Employees should be encouraged and given full opportunity to talk to their supervisors. This means that supervisors must become good listeners.

They must not do all of the talking when with their employees. Listening is an art that few people have learned well.

#### Personal interest

(d) A supervisor must show a personal interest in each of his employees. Some of his associations must be of an informal, unofficial nature. This probably means an occasional contact outside working hours. At any rate, some time must be found for friendly visitation which provides an opportunity to learn and talk about the interests of the employee not directly related to his official work.

2. People must always understand clearly what is expected of them.

Ordinarily, when a new man starts to work he is eager to know what sort of an outfit he's getting into, and what he is supposed to do, that is, what his particular job is going to be. A wise supervisor takes advantage of this initial interest. If he fails to get the man off to a good start, it may take more time and more work to do it later. At any rate, every new man should find out very soon after he reports for work:--

#### Know SCS

(a) What the Soil Conservation Service stands for; how it is organized; how it operates; what it does; and something of its history?

#### His job

(b) What his particular job is; the duties he is expected to perform; what authority he has, if any; and how his job relates to those of his fellow workers and his supervisor?

#### Performance expected

(c) What is the performance expected of him; how will quantity and quality of his work be measured?

#### Guidance material

Nearly all professional and some sub-professional men in the Service get some of these (especially (a) at a Training Center, but supervisors should check to see that they have them. All of these things require discussion between the supervisor and the new man, and the discussion should be planned for in a systematic way. Pertinent Administrator's Memorandums, Orientation Manual,

the official job description, performance standard and plan of operations are indispensable materials to use here. People will do their best work when they believe that what they are doing is important not only to themselves but to the Service. See that new men get this idea.

### Understanding in advance

Whatever standards of performance are set up, they must be mutually understood and agreed upon in advance. The performance standards particularly, and opportunities for career development need to be brought in here. Many supervisors fail to get off to a good start with this sort of thing, which is one reason for rating appeals and other kinds of dissatisfaction. All of this implies that the supervisor himself must know and know well: (a) the Service, and (b) the work in his particular unit.

### 3. People must have guidance in their work.

Guidance is a general word, but in terms of work in the Service, it includes these things:--

- (a) Information.--There are 2 kinds as far as a soil conservationist is concerned, (1) general and (2) technical.
  - (1) No one should be expected to work in the dark. New developments, things that are going to happen, things that have happened that bear on his work -- these should be systematically told a man by his supervisor. Better to do it this way than depend on the twisted and distorted stuff that comes over the grapevine.
  - (2) In addition to current information, the SCS worker has to have the latest technical information and the newest technical ideas in his field. The kind of technical material depends on the technician's background, as well as the problems that face him. In any event, the supervisor has to spend time finding out where each of his men is weak and where strong. Then he

People need help in improving techniques

must either help the man to fill the gap or arrange for the proper training by a specialist. Always, the supervisor needs to encourage the man himself to get this kind of information, through study and reading, or by any other useful means.

(b) Techniques.--Techniques vary with the kind of job and a thoughtful supervisor will do well to make himself a check list for each job and be sure his people get them as they are ready for them. Techniques for a Work Unit Conservationist might well include such things as:

- (1) How to plan and organize work to get the most done.
- (2) How to schedule activities to use time to best advantage.
- (3) How to work effectively with SCD governing body, and so forth.

Techniques of this sort take a lot of doing. There are, for example, not too many farm or ranch conservationists who have really mastered the technique of organizing their work in order to get the most done. This takes careful analysis of work done and expected to be done, facilities available to do it, best ways of doing it, cost, etc.

Naturally, unless a man is going somewhere under his own power, he cannot respond to guidance, just as a boat cannot be steered unless it is underway. This means, for example, that a man must be asked to do as much as he can, himself, in organizing his work. Then, and only then, can a supervisor help him.

(c) Personality Improvement.--Making personality improvement requires skillful handling. Every individual has shortcomings, and almost everyone will admit having some, in general. When a man is taxed with a particular fault, however, he may frequently deny it with some heat.

He may be lazy, or slow, or too talkative, or moody, or short-tempered, but he may not believe it. And yet, every man is entitled to help from his superior on his weak personality points. Any man worthy of being in the Service spends time - his own time - improving himself. A thoughtful supervisor sees to it that he gets help and encouragement, and guidance, in this direction that is adjusted to the man's weaknesses.

4. Good work should always be recognized.

While it is true that every person working in the Service is expected to do a better-than-average job, nevertheless, everyone likes to be told when he has done well. The desire for recognition to feel important, is usually stronger than any other desire even outranking money.

Devices for recognizing  
good work

A good supervisor always gets more and better work done by praising his men at the right time, and from time to time. Day-to-day appreciation is vital. Special letters of commendation signed by the State Conservationist or the Administrator, ought to go to especially deserving people. The SCS Certificate of Merit may be used by the State Conservationist for any recognition he feels desirable either independently or in connection with other awards. Cash awards may be given for sustained above average performance, and there are awards for superior accomplishment.

Inspections, direct supervision, and performance ratings offer opportunities for identifying good work. In our great effort to make soil conservation go, we have criticized too much. We could make it go with praise, judiciously used, better than with criticism.

5. Poor work deserves criticism.

Poor work can be improved if it is recognized and handled constructively. Standards for evaluating work are essential. It is not enough to condemn poor work and criticize a man for it. Why is the work poor? What are the causes? How can it be improved? As long as the criticism is deserved, and constructive, it will be fruitful. A bawling-out is often worse than no action at all.

6. People should have opportunity to show that they can accept greater responsibility.

Sooner or later every job in the Soil Conservation Service will be vacant, and someone will have to be put in it. The "head-scratching" method of filling an unexpected vacancy is pretty poor business. The Service career system provides a means of appraising qualifications and establishing rosters to be used in filling vacancies in key positions. Far-sighted supervisors take advantage of every opportunity to let their men show what they can do. When the time comes to fill a vacancy, there is no necessity for uncertainty or "head-scratching." The best men are already known because they have been tried in advance and have been appraised as ready for promotion. The only problem is to choose the best.

Appraise and record  
your judgement

Make a record of new  
assignments

This sort of "grooming" takes a little record-keeping. When a man is given a chance, a good supervisor duly makes a note of how well the man performed and sees that a copy goes to the man's personnel record. The opportunities include details to new localities, to new jobs, to special work, or to another office. Even a vacation on the supervisor's part should provide such an opportunity. It is also true that the man who takes short courses, reads independently, and works at doing a good job is more likely to bloom when he has a chance, and a thoughtful supervisor will encourage work of this kind.

7. People should work in a safe and healthful environment.

While many a worker can produce well in a dim, stuffy, dirty room and can get out to see farmers in a jalopy, wise supervisors don't let such things happen. Poor lighting in an office often may mean eye trouble later for the people who must work there. The jalopy may mean death for the driver. And there are many other kinds of hazards and unhealthful working conditions you can think of. With an eye to production of the most and best by a group of capable people, a good supervisor sees to it that working conditions are right. There is a safety

Provide good  
equipment

Inspect working  
conditions

### Promote safety

officer in every State Office who will help - especially if he is asked. If a supervisor doesn't pay attention to the safety and health of his people, who will? Effective supervisors are getting regular safety inspections. Safety posters are displayed. Safety talks are given in staff conferences. Ill health and accidents lead to reduced production, loss of manpower, increased costs to the Service, and lowered morale. It is good business to look after the health of employees while on the job and to take whatever precautions necessary against disabling injuries.

8. People should be encouraged to improve themselves.

### Learning must be continuous

When a man leaves school, he may believe he is "educated," but this is not the case. For a few years he has received intensive training in various subjects, the general intent of which was to train him to use his mental faculties for the solution of various kinds of problems. The problems he deals with in school courses are simulated or borrowed; they are not necessarily his own. When he leaves school, he then begins to encounter very real, and very personal and practical problems. It is then that his training will stand him in good stead; but it is obvious that he will encounter hundreds of problems never considered or discussed in school. There is nothing for it; he must either continue to improve his ability to solve new problems, that is, to improve his mind--or stagnate.

### Improve or stagnate

A man can improve his mind in many ways: by reading, by discussion with co-workers and with men more able than himself, by expressing himself in writing, and in other ways. It is a wise supervisor who can so stimulate his people that they continue to be eager to learn, thirsty for more information, and alert for new and useful ideas. Actually this requires great skill; many teachers are unable to do this, at least with all their students. In any event, supervisors who succeed in this effort will have a group of people working with them who are going places, and who will bring to

their work such imagination and vision as may transform their daily tasks.

## Review

What are the basic principles of supervision? These principles are accepted because hundreds of good supervisors have found them to be accepted rules for giving effective supervision. THE ART OF SUPERVISING deals with putting the principles to work.

### THE ART OF SUPERVISING

The skill with which you go about supervising comes only with practice. How to supervise, how to put the foregoing principles into practice, make up the art of supervision. Some people, of course, have more natural ability at this than others, but even so, everyone can profit by experience. No one can tell you how to supervise intelligently. There are many good rules and many do's and don't's. Some of the most important are presented here in about the order they need to be used.

#### 1. How to begin supervising.

##### Know your people well

Since you are directing people, it follows at once that you will need to know a lot about them in order to supervise them sensibly. You should know their temperament -- which you can get only from keen observation over a period of time. You ought to know about their background, their schooling, their philosophy, and their habits. This may seem to be a big order, and it is clear that you will never know all about everyone. But you must know enough to be reasonably sure what each person will do in a given set of circumstances, and how each will react to your guidance. How you learn this is up to you. A good supervisor learns what to look for. A poor supervisor usually jumps to conclusions. Be guided accordingly, but first: KNOW YOUR PEOPLE WELL.

Know all parts of your job well. Actually, your job may not be entirely one of supervision. But you should know exactly what you want to get done and when. As a supervisor you cannot operate unless you plan and organize all the work you and your people must do. Certainly, if you don't

plan and organize the work, no one will do it for you, nor will you be much of a success in persuading your people to plan and organize their parts of the work. Further, you must have a reasonably good idea of what each of your men has to do. If you don't, you can't guide them in doing it.

Lastly, never assume that you know all there is to know about the jobs in your unit. You must constantly refresh your knowledge of the work and what each man is doing. If you don't, you'll get in a rut and be worthless as a supervisor.

## 2. How to give orders.

The crudest, worst possible way to give an order is to give a direct command. There may be times when there is nothing else that would be effective, but the times are rare and should always be last resort matters. The best way of all - and the one requiring greatest skill - is to suggest that so and so ought to be done. Plant ideas to start people thinking. Keep them thinking about the problems. Keep your plans or ideas a secret. The skillful supervisor does not spout his opinion and ideas; he asks for the other person's. He stimulates others to reach decisions and multiplies ability and gets others' viewpoints. Make haste to carry out group decisions.

### Suggest

### Plan

### Keep self in background

### Go into action

### Request

### Give reasons

Go slowly until your people have decided, then become a man of action in carrying out their decision. Share the power of decision by using suggestion type of order in problems that involve people you supervise. By giving up a little, you gain a great deal.

If your man is deaf to suggestions - and some people are - then courteous requests indicating your desires are next best. Always keep a sting out of an order unless the matter involves a disciplinary action. Learn to gain agreement rather than force it.

When you give an order, always explain the reasons behind it. You will get quicker

results if you do, and the people you give orders to will be able to carry them out more intelligently. A good supervisor is able to analyze a situation, then help his people analyze it to a point where the situation gives the order.

3. How to get help from people.

There are many ways of doing a job. You can do everything of any importance yourself. Or, you can pass, in advance, on everything any of your people want to do. In either case, you may be able to get the job done. In both cases, you will probably get stomach ulcers eventually, and you may wonder why you are always having to replace people who are leaving your unit. You will be, to put it mildly, a very poor supervisor.

SEE EXHIBIT B

The people under your supervision are there to do a job. Eventually, as you acquire skill, you will let them do it. Basing your actions on how well you know your people, and the job to be done, you must do the following:

- (a) Give each person specific and well-defined responsibilities. It is also important that all the people at any location know what the specific responsibilities of each of the other people are.
- (b) Judiciously delegate authority to act and to make decisions.
- (c) Allow each person full opportunity to use his initiative and resourcefulness in carrying out his responsibilities.

Systematically you will make certain that what you want done is done the way you want it. Gradually, as you build your group into a team, you will find them referring to you for help whenever they really need it, at the right time, and in the right way. As your confidence in your team grows, you will at last begin to experience the warm feeling a top-notch leader gets from guiding a loyal, hard-hitting capable bunch of people. It may even be said that you seem to have a soft job because your people seem to do all the work.

#### 4. How to make decisions.

Recognize problem  
Get the facts

Take action

SEE EXHIBIT C

When a definite decision is called for, make it with as much promptness as possible. Be sure you know whether you have authority to make it. Be sure you have all the facts you need. Be sure you know whether you have weighed all the angles. Then decide and make it stick. People will excuse a mistake now and then, but they will not excuse a man who never makes a clean-cut decision. An otherwise top-notch supervisor may be lost if he dillydallies. If your people are pretty well informed on where you stand and how you feel about the work, and how it should go, the decisions they will make will be more nearly what you want.

#### 5. How to criticize.

SEE EXHIBIT D

Constructive criticism of poor work is just as important as commendation for outstanding work. The reason why many people do not accept criticism is because of the manner in which it is given. As supervisors, we must convince the employee of our sincerity - of our desire to be helpful. The attitude we display, the tone of our voice, the manner in which the criticism is given -- all these things determine how the person will react. When you praise people, do it in public if you possibly can.

PRIVATELY

Tell why

Constructive criticism

When you criticize or reprimand people, do it privately, never in the presence of a man's fellow-workers. Do it kindly and reasonably. When you criticize, it is usually good business to start out by telling a man what he has done that is good. Then tell him what you don't like. Always tell him why, and always do it in a friendly way with due regard for the situation. The point is, if your man gets the idea you are trying to help him, he will be likely to take it to heart. If you only make him sore, or if he doesn't understand your criticism and thinks it unjust, your criticisms and intentions won't be worth much. Finally, be ready with a suggestion or two on what the man can do to redeem himself.

Timeliness

Avoid ridicule  
or sarcasm

Respect the  
Dignity of people

Never ignore  
a grievance

Be a good listener

Get all the facts

SEE EXHIBIT E

People usually know when they deserve criticism. If they don't get it, they may lose respect for you as a supervisor. Timeliness, therefore, is important in criticism. Incidentally, it pays to avoid ridicule or sarcasm during the time you are criticizing a man for anything, keep in mind that the dignity of people is a very important consideration and that a man deserves a face saving chance.

6. How to settle grievances.

It goes almost without saying that you should never ignore a grievance, no matter how trifling it may seem at first. Petty grievances have a habit of growing into tough problems. Let your man with a grievance air it completely; in fact, encourage him to talk freely about it. Sometimes the talking helps to settle it. If the root of the trouble lies in the individual who has the grievance, do all you can to get him to solve his own problem. This takes skill, but it is the best way to proceed in such cases.

Get all the facts about the grievance; and if two people or factions are involved, get both sides; feelings are a part of the facts. Settle the matter promptly. If you don't have the authority to settle things, ask for it, or for help from your supervisor, and keep at it until you get it. In settling grievances, bear in mind that your decision must be fair, impartial, and well understood by all concerned.

7. How to deal with a problem child.

Sooner or later every supervisor gets a man in his unit who is lazy, opinionated, tactless, too slow, too fast, too talkative, too moody, who has a persecution complex, who is nervous, who can't get along with other people, who is disloyal, discourteous, always late, never prepared, an apple polisher, or who has some other fault that is extremely annoying or that disrupts the work generally.

A great many people have the idea that the best way to deal with a problem person is

Transfer not the  
answer

to get him transferred somewhere else. Where two personalities clash violently, a transfer is often necessary, otherwise, the best place to deal with a personnel problem is usually right where it comes up.

Face problem

Each problem is different, and it must be met and solved on the basis of its own characteristics. Avoiding problems like these, incidentally, because they are unpleasant, is the distinguishing mark of a poor supervisor. Attacking such problems always requires that you gain the man's confidence first. If you are sure you have it, then here is one way to proceed that is often successful.

Talk to man

(a) As soon as you are entirely sure of your ground, talk to the man about his fault. See if you can find out the reason for it. Recognize his good points and be sure you explain clearly what the man's fault means to him, then try to get him to tell you how he expects to overcome it. Agree with him on a course of action. Then tell him later on, how well he's doing - if he is.

Try second time

(b) If the first talk fails, try it again after a reasonable interval. Go over the situation again. Search for more reasons. Try to get him to agree on steps he will take to improve. Follow up again; praise him for any progress, if he makes any.

Talk with your supervisor

(c) If there is still no progress, talk it over with your own supervisor and agree on a course of action. You may want to consider performance rating, effect on his opportunities, job, salary, family and so on. He may be given a certain time in which to correct his fault. It may be suggested to him that he would do better in some job outside the Service. These more rigorous steps should not be taken until the State Conservationist is informed and willing to support such action.

Keep notes

In going forward in this manner, better start keeping notes about the time you reach the second step - you simply remember the earlier steps. You may need them later, but don't keep a "black book" whatever you do. Again, be sure you have all the facts and go to the job in a manner that will convince the man you want to help him. Always follow through and never make threats you can't make good.

Follow through

8. How to deal with misconduct.

Once in a long while, a supervisor may be confronted with a clear case of misconduct or irregularity. These cases may range from drinking on the job, neglect of duty, or refusal to do certain kinds of work, all the way up to theft, bribery, or criminal actions. What to do, under such circumstances, always depends on the case, of course, but there are a few things any government supervisor ought to know about such matters. (Note that misconduct is a different thing from inefficiency.)

Your authority

In the first place, nobody in the Soil Conservation Service has the authority to discharge a permanent employee. Even the Administrator cannot fire a career man; he can only recommend that the Secretary do it. The Secretary has never given this authority to the bureaus. On the other hand, authority to suspend a man for 10 days rests with the State Conservationist, but penalties more severe than this have to be approved in Washington.

What this amounts to is that supervisors in the Service do not have the authority to discipline employees by suspending them or firing them. Things you can do, however, are these:

- (a) You can order a man to stop work until you get in touch with your supervisor for help.
- (b) You can order the man to go with you to your supervisor to get help in handling the matter.

(c) In the case of serious misconduct, you can order the man to go home, while you get help from your supervisor.

(d) You can recommend any type of disciplinary action you think may be required.

Let us notice here that a point-blank refusal to obey orders is not an unimportant matter. If you order a man to go home, for instance, and he refuses, this is classed as insubordination. You have no authority to do any more than take note of it; but in prescribing a penalty later, the Service and the Secretary's office will give it due weight. Usually this sort of thing can be avoided by a little use of common sense, and good supervisors are usually able to do so.

In terms of the thousands of people we have in the Service, the number of cases of real misconduct we have is very small, so that the chances are rare that you will have to deal with one. Notice, however, that petty matters have a habit of growing serious, and that misconduct is just as preventable as accidents are. The convivial spirit who shows up for work smelling like a brewery is due for a Dutch Uncle talk. If he doesn't get it, he may appear one day really drunk, and get suspended for it. It goes almost without saying that people should know the do's and don't's of government employment.

#### Report to your supervisor

In any event, it is usually wise to immediately inform your supervisor of alleged misconduct and be guided by his advice in handling the situation. Many cases are serious enough to require investigation by the Department.

#### 9. How to deal with inefficiency.

There may be reasons for inefficiency on the part of your men, but there is seldom an excuse for failure on your part to deal with it promptly and effectively. Over and over again, with monotonous regularity, tough personnel problems develop in which

it turns out that a man has been getting a satisfactory performance rating although he has been inefficient all along.

Try gaining cooperation

Many supervisors instinctively recoil from dealing with inefficient employees on an honest basis. Telling a man he is not doing as good work as he should be is an unpleasant task, if you want to make it so. If you can approach it openly and objectively, with an obvious interest in helping the man, however, the task can often prove to be unexpectedly pleasant. People appreciate help, even though some of them may at first refuse to believe they need it. To see a man improve his work as a result of your guidance is a gratifying experience a good supervisor will cherish a long time.

Good supervision

We are assuming here that you have made full use of the 6 principles of supervision. Your man knows exactly what is expected of him, and how much high-quality work he must get done. You have done everything you could to keep him informed and have given him far more than ordinary help with his problems. You have pointed out his failings and worked with him to correct them. You have praised him for the things he does best. You have consulted with your own supervisor and used up all the suggestions he could make. But, in spite of very considerable effort on your part, and perhaps on his as well, over a reasonable period, he is still unable to do his job well enough to be considered a satisfactory employee. Then, and only then, it is proper to try these:

Discuss with your supervisor

(a) Discuss the whole problem with your own supervisor. Be objective in your appraisal of the situation, and with your supervisor's help try to determine: (1) whether your supervision of the man has been good enough or (2) whether he is really an unsatisfactory employee. Be honest about this. You may not have succeeded for either of these reasons. It may

be that the man deserves a trial under another supervisor. If he does, proceed accordingly. If not --

Talk to the man

(b) You, and possibly your supervisor, should talk the matter over with the man in a way that will convince him of your fairness and genuine interest. It may be that he should get into some other kind of work. If so, undertake to help him find it and enlist the support of the State Office. This assumes he is willing.

Recommend warning letter

(c) If your man is unwilling to cooperate - and some are -- then following through with the Performance Rating Procedure, after thorough discussion of the reasons with him. In doing this, be sure you have all the facts and are fully justified in your action. Be prepared to follow through and if an Unsatisfactory Performance Rating is eventually given and if the man appeals to higher authorities, which he has the right to do, be able to come forward with a clear, objective, justification for your action.

10. How to handle direct supervision.

Define

Direct supervision is the observing of performance, analyzing performance, reaching agreement for any needed improvements and follow-up observations to determine whether improvements are being used. Direct supervision as used in the Service and defined above, can be most effectively performed if you practice the principles of supervision. There is no substitute for direct person-to-person supervision.

Use human relationship techniques

Direct supervision requires skill in human relationship techniques and the application of the 8 principles of supervision.

11. How to handle indirect or long-distance supervision.

In many parts of the Service, the supervisor is stationed a long distance away from the men he is expected to supervise. There is no getting away from the fact that this makes supervision more difficult both for the men and for the supervisor.

Many of our supervisors use a combination of direct and indirect supervision. Usually, the greater the distance, the more they must rely on indirect techniques and the more difficult it is.

We have never found an equal substitute for talking with a man face to face. On the telephone and by mail too many ways of conveying ideas are lost that are used in personal discussion, sometimes unconsciously. Simple gestures, expressions, tones of voice, and the like, are often more important than what is said. Nevertheless, if your people are at a distance, there is nothing for it but to do the best you can. There are various expedients, and all of them depend largely for their success on how systematically they are used and on how well you make use of the first principle of supervision. Some of them are:

- (a) Work Plans.--The only satisfactory way for you to know your people's intention is to get from them a written plan. The plan can be simple, and it can be made for a period no longer than between your visit, or it can be made by quarters, 6-month periods, or even a year. The plans should be changed as often as necessary, but they are a very important source of information for you. By using them, you can give guidance most effectively. Let's note that the plans want to be your people's plans, not yours. They should make them. If you formalize them too much, and require too many things in them, they may become a burden. Plans are only statements of intention and should be used accordingly.
- (b) Meetings.--You will need to hold meetings of your people at fairly regular intervals, with due regard for travel costs, travel time, and interruption of regular work. These meetings will take careful and thoughtful planning on your part so that the time you have is used in the most profitable way. Your people ought to know when they are to be held so that they can plan their work.

These meetings make possible a review of recent work and discussion of plans for the next period. Here also, special training you want your people to have can be arranged. In meetings you have one or two possibilities for working with your people, face to face. Use them as valuable tools, never as unplanned, semi-social get-togethers. Develop the social angle though, during evenings, by all means.

- (c) As often as the load of work permits, and as regularly as possible, you will need to visit each of your people at their location. Your man should know, well in advance, when you are coming. He can then store up problems against time and plan his own activities sensibly. When you get there, stay long enough to do an adequate job. Encourage your man to prepare for your coming and to be clear about the kind of help he wants. Plan also what you want to get done.

The practice of dropping in unexpectedly, upheld by many people, is unsound. It not only makes it impossible to use time to best advantage, but it tends to build distrust and even fear, never confidence. Always, write or phone when you can't be there at your regular time so that your people can always rely on you and plan their work accordingly.

- (d) Reports.--If your meetings and visits will do the trick, you may not need to ask for reports. Certainly, you will do well to avoid them if you can. If they are necessary, and they often are, then by all means keep them simple. A weekly letter may often serve admirably, provided your men know pretty well what you want to know about. You can often make use of other routine reports required by State or Washington Offices, to avoid having your people do double duty. Remember that the 3 steps outlined above can often be used so that written reporting is unnecessary and that everyone in the Service is interested in avoiding all but vitally essential reports.

A good supervisor promotes harmony.

Good supervision involves effective leadership.

A good supervisor must work with individuals in his unit in a way that makes every-day relationships harmonious.

And he must know how to handle problems that do arise.

He must try to establish a basis for effective supervision and at the same time recognize that changes, interruptions, and failures do occur.

To become a good supervisor requires practice.

To develop skill in handling people requires practice.

We can begin to use these principles right away on the job.

That's where our real practices come where there's no one to guide or criticize us - but where we will have a sure check on whether we do the right thing.

Use the principles of supervision and 4 steps when problems do arise.

SEE EXHIBIT A

Use the principles of good supervision to prevent problems and the 4 steps when problems do arise.

This pattern will help you to size up and handle problems.

Sizing up the human side of a situation is a very important part of a supervisor's work and often the most difficult part.

The more you know about a person and the better you understand him, the more likely you are to size up situations correctly.

Size up people in every situation.

It is necessary to size up people in handling every situation.

People are individuals. They are not all alike, and they must be treated as individuals.

Try to understand "Why they behave as they do."

Since people are the most important factor in any situation, we shall try to develop our skill in analyzing some situations supervisors are meeting every day. We shall especially emphasize the human, personal side, of each situation since that generally is the most important thing in making the proper decision.

### Present Case A

As long as things go smoothly, a supervisor has just about the most pleasant job of anyone in the organization. But, invariably, problem situations do arise - situations in which tensions develop between the supervisor and the employee or between employees. Such cases demand positive action.

Let's look at how one supervisor handled such a situation.

### Tell the story

Joe Blow, age 49, is married and has 2 daughters whose ages are 18 and 20. He owned and operated a small farm in the central part of the State. In 1948, he accepted an appointment with the Soil Conservation Service as Conservation Aid, WAE. In May 1955 he was certified by the Civil Service Commission for a GS-4 Conservation Aid position. The WUC where he worked as a WAE Aid had this to say about him: "He is a man of good character and remarkable ability, sympathetic, cordial, able to get along with people, diligent, and quick to see the point. His associates found him to be punctual, honest, and willing to follow instructions.

Joe indicated his willingness to accept any one of some 10 vacancies for GS-4 Conservation Aid. He was given an appointment at a work unit in the extreme Western portion of the State where it had been extremely difficult to keep a full staff. At the end of 5 months, he received a very favorable training report. About 2 months later, the Area Conservationist reported to the State Office that the WUC called him that day and reported that the Conservation Aid, Joe Blow, told him that he was going on leave the following Monday to go by the State Office and talk with the Assistant State Conservationist regarding his transfer to some locality further East.

A few weeks before Joe had discussed with the Area Conservationist the possibility of transferring, mainly due to effect of the climate on his health. His family had never moved to the western town where he was employed. The AC told him that he would discuss the possibility of a transfer with a representative of the State Office. The AC certainly sympathizes with the employee because of his asthmatic condition which caused him to cough excessively and feel too bad to work at times. Since he was needed so badly at the work unit, the AC did not make

any special effort to discuss the possibility of a transfer with officials of the State Office. It did not seem urgent that he do so because Joe only stated that he would like to be transferred further East if it could be worked out. The AC told the State Office that he did not think Joe had proceeded with the right method of getting transferred, and if he was going to quit if the transfer was not granted, he can resign any time he sees fit.

This AC had a problem,  
didn't he?

How well did he handle it?

What was he trying to  
accomplish?

Joe came to the State Office and reported that one of his daughters had contracted T.B., and it was necessary that she drop out of college and the situation required that he be near his home in the central part of the State. This did not check with the story he had given his WUC and AC as reasons for wanting a transfer. Joe agreed to furnish the State Office a statement from the doctor relative to his daughter's health as it influenced his remaining in the western part of the State. Joe returned to his headquarters and the statement from the doctor was never received.

About a month later, Mrs. Blow came to the State Office, making a plea that Mr. Blow be transferred to the central or eastern part of the State. She stated that the dust had affected his condition to the point that he could not speak above a whisper and that the doctor had told him he should move to a more favorable climate. She further stated that with his doctor bills and the daughter's illness it was so important that he continue to work.

There was a vacancy on a watershed planning party for an Aid which had not been filled because of the inability to find someone who would travel. Joe Blow would accept the job and possibly could do the work although it was classified as an engineering aid.

Since there seemed to be some discrepancies in Joe Blow's reasons for wanting to transfer, it was decided to ask him to furnish a statement from a doctor regarding his physical condition, the aggravation of, and failure

to secure relief from, the asthma and partial loss of voice because of climatic conditions in that part of the State, and his recommendation regarding residence in eastern or central part of the State. Joe was told that prompt consideration would be given his transfer upon receipt on such a statement from the doctor to support the action.

The statement was received and Joe Blow was transferred to the watershed planning party. He had difficulty performing the engineering aid duties and after about 2 months resigned. It was later learned that Joe and his wife had difficulties and they were not living together at the time he accepted the appointment in the western part of the state.

Analyze the case

- (1) What were the objectives in this case?
- (2) What are the facts in this case?
- (3) What additional facts are needed?
- (4) Review subpoints under step 1 on the card to be sure you have the whole story.

What were possible actions?

- (1) What are the possible actions that could have been taken?
- (2) What effect would each action have on objectives?
- (1) If final action has not been taken, select one or more of the possible actions for a tentative solution.
- (2) Answer the subpoints under step 3 on the card.

What were the results or anticipated results?

What principles of good supervision were used?

- (1) Which ones were applied?
- (2) Would the application of any others prevented or help solve the problem?

Follow this procedure to analyze Case B and C which follow at the close of this Unit.

## BEING A SUPERVISOR

Drive and energy  
are required of  
a leader.

Leading is hard work. It requires that you pay constant attention to almost everything your people do, so that you can really be effective in guiding them. It also requires some personal effort on your own part to be a leader people will like and respect. Because a leader must stay ahead of his people, you will also find it to be a lonesome job.

There is almost no escaping the fact that you will have to set an example. This does not imply any goody-goody qualities which everyone properly detests. But it does mean you must pay attention to your attitude, your personal honesty, your habits, and even your dress. People usually will not follow a leader very far who personifies things in which they do not believe or which they do not like.

Your attitude  
is important.

If you do not have a genuine interest in people, you will probably be well advised to try some other kind of work than supervision. From the things you do and say, your interest in people should be apparent to everyone. A leader-supervisor must have faith. Strong faith comes from an inner source of conviction. It motivates the individual's actions and spurs him on to sustained effort. It prevents discouragement and despair.

You must be interested  
in people.

Faith is essential.

In what does a supervisor have faith?

1. Faith in the cause. Soil Conservation Service - Soil Conservation Districts.
2. Faith in people. Willing to trust his people, his supervisors.
3. Faith in his own convictions. When to stand alone, and let time and circumstances justify one's stand, is an essential quality of a leader.

Patience - if you  
don't have it,  
develop it.

Patience is always required in dealing with people. If you don't have it, better try to develop it. This is not impossible; it simply means you have to practice restraining yourself. Any time you lose your temper, you lose.

Understanding  
is allied to  
patience.

Closely allied to patience is understanding. To cultivate this attribute, is not as difficult as it might seem. A good listener, one

who pays close attention to what people tell him, is likely to understand things better than the talker. The matter of sympathy and tolerance comes into play here, because of understanding attitude must necessarily be a sympathetic and tolerant one. Try to put yourself constantly in the other fellow's place. You will understand and sympathize better if you do this.

Loyalty is expected.

Loyalty is very important in any supervisor. You must believe in your work and in the Service. Open criticism of the Service, will always undermine the loyalty of your men and your value as a Service employee. This does not mean you should never criticize; the Service wants frank and constructive criticism from all of us. However, supervisors who do not command the respect and loyalty of their men are in a precarious position. Incidentally, when you have a distasteful task to carry out, don't criticize its source when you pass it on to people. Also, don't take it out on them, if you don't like what your own supervisor wants you to do.

Be receptive

You must be able to accept constructive criticism in the spirit in which it is intended. Your own receptiveness to suggestion is important. Never fail to at least listen. You may get an idea of great value. And when you do, give credit where it is due.

Practice tact

Your tact will stand you in good stead repeatedly. Try to develop this. Anyone can be frank, but no one needs to be cruelly blunt except possibly under very rare and unusual circumstances.

Be objective

You will need to be objective in dealing with problems and to a considerable degree in dealing with people. It may seem impossible to put yourself in the other fellow's place and still remain objective, but you must be able to do this. Closely allied to this quality is impartiality, so necessary where you supervise more than one person. If you play favorites, you split your group into factions.

Be dependable

Dependability goes almost without saying. If your people can't depend on you, your days as a successful supervisor are numbered.

Cooperative with others

Cooperativeness is always highly essential. This kind of attitude seems obviously necessary,

Democratic supervisors  
get results.

but you can probably think of supervisors you know who are anything but cooperative. How effective are they?

You will do well to be democratic. The supervisor who "puts on the brass," who has to display his importance on every occasion, is headed for trouble. In fact, any apparent standing on prerogatives on your part will bring you to grief in the end. Work with your people as associates, not subordinates.

What are your  
traits?

Five important characteristics that are of immense value to any practicing supervisor are these:

Can you see the funny  
side of life?

Be enthusiastic and  
show it.

"There's a gold mine  
between your ears."

What is the best way to  
get the job done?

1. A sense of humor.--The quickest way to get in a rut in government or any other kind of work is to lose your sense of humor. Even the worst situations, the toughest problems, the most deadly serious matters, have their amusing sides. Keep looking for them.
2. Enthusiasm.--You will rarely be enthusiastic about anything you don't know much about. Know your job, and keep studying it; know your objectives; know soil conservation in its every aspect, and your enthusiasm will take care of itself. Know where you're going and keep at it until you get there. If you are not enthusiastic about your work, you ought to try something else. Life is short enough as it is.
3. Imagination.--No one can tell you how to develop this characteristic, but without it your work and your life is likely to be pretty dull. You can sharpen your imagination by trying to place yourself mentally in the other fellow's shoes, in the future with respect to your work, in any situation you want to call to mind. Imagination is one of the most important attributes of really great leaders; you will do well to use all you have as fully as you are able.
4. Common Sense.--Some people have a liberal portion of "good old horse-sense" and some have very little. Use all you have all the time. Common sense will often help you more than the most advanced knowledge.

Stand back and look at the complicated problem with the question in your mind: What would be the most sensible thing to do in this case? In other words, "use your head" - and try to avoid being misled by ritual, tradition, custom, red tape, brass, or other things that tend to get your feet off the ground.

Above all, practice integrity.

5. Integrity.--This trait is a combination of such things as honesty, fair dealing, loyalty, trustworthiness, and the like. If people can trust you, you can lead them. If they do not, you can't. For this reason alone, altogether aside from important moral or religious reasons, you will need to be consistently honest and fair with everyone with whom you have to deal. You only have to steal one horse to be known as a horse thief!

Your abilities can be developed.

Even though you may be feeling by this time that there is practically nothing a supervisor doesn't have to do or be or know, there are 2 additional abilities you must develop. One is your ability to teach; the other is your ability to analyze.

Ideas must be conveyed orally and in writing.

1. Teaching.--The business of showing people what you want done and how you want them to do it calls for full development of your ability to put your ideas across clearly and effectively. This is not salesmanship, which is a much misused term in the Service. Instead, it is the ability to convey ideas both orally and in writing. On your ability to teach depends the successful practice of the first 2 principles of supervision:--

- (1) People must always understand what is expected of them.
- (2) They must have guidance in doing their work.

Practice the art of analysis.

2. Ability to analyze.--The only way you can develop this ability is to practice sorting out important things from a mass of unimportant ones. In a way, this is practicing the solving of problems, since you

cannot solve a problem unless you analyze it first. This means breaking it into its parts and looking at each one to see how each fits into the whole, checking the really important ones and identifying the unimportant. Oftentimes writing it down will help immensely. Your ability to analyze, by the way, is useful in all kinds of ways. People who are highly skilled at it frequently command very high salaries.

A leader earns his following

An effective supervisor earns the following he leads. He lets others take part, he takes people into his confidence to help him win goals: "He is strong only to the degree he develops leadership in the people under him." (Dr. Burleigh Gardner, University of Chicago)

He is predictable

Every great leader is a silent but eloquent witness to the fact that his power derives from his devotion, his loyalty and his helpfulness to his followers in a common and important cause. He must be sure of himself, confident without egotism, consistent and predictable.

He is self-controlled

The good supervisor must first be master of himself. He must be emotionally sound and maintain self-control. He cannot afford the luxury of giving free play to his emotions. He must control and direct his own emotional attitudes - use restraint and reason in meeting situations fraught with the emotionalism of others.

He is positive in motivation.

The resort to the use of threats or fear as a motive or appeal to performance is symptomatic of weakness in the supervisor since this practice usually means the presence of fear within himself.

He corrects negative attitudes.

Negative attitudes may be aroused in employees unintentionally through:

1. Frustration or obstruction in their work.
2. Interference with their progress in the agency.
3. Irritating personal frictions.
4. Apparent injustices.

Frequently dealing with employees in a frank, sincere manner may alleviate the undesirable attitudes even though the specific causes cannot be removed.

He builds morale while getting the job done.

In summary, a good supervisor is one who is able to get people associated with him to do an effective job. The measure of success is to be found in how well his people do their work and how high their morale is while they do it.

SEE EXHIBITS 1 and 2

SOME THINGS SUPERVISORS MUST BE ABLE TO DO

They must teach or train.

On your ability to teach depends the successful practice of most of the principles of supervision. Teaching is another word for training. You should devote considerable attention, thought, and practice to this important supervisory task. There are many good books on the principles of teaching. You will do well to borrow a few from the library. A Job Instruction Training course is also indispensable as a starter.

They must communicate.

The business of showing your people what you want done and how you want them to do it calls for full development of your ability to communicate your ideas fully and effectively. This is not salesmanship, which is a much misused term in the Service. Instead, it is the ability to convey ideas clearly and well, both orally and in writing. The art of conveying ideas has to be learned; no one is born with it. Some of the books by Rudolph Flesch--such as "The Art of Readable Writing," and several others, can help you here.

Use conference methods.

You will inevitably hold conferences of your people (as well as participate in conferences with your colleagues). There are some very well known principles useful in conducting conferences that are in published form. Your librarian will help you get them, or your supervisor may have such a publication on hand.

They must plan, organize, and schedule work.

This is a task of key importance in the work of the Service. Generally speaking, almost everyone has more to do than he can handle.

Thoughtful, careful planning, and common-sense organizing and scheduling of things to be done are therefore a must if you aren't to find yourself in a hopeless muddle. The Service document entitled "Principles of Operations Management" has some suggestions in it on this phase of work. Your State office has copies; so does the Washington office.

They must estimate workload.

Obviously, any supervisor has to know pretty well how much a man can be expected to do in a day or a month or a year. He can't expect too much, nor can he be satisfied with too little accomplished by his people. From time to time he will need to analyze carefully what the jobs are and how long each one should normally take. This analysis of workloads is also treated in "Principles of Operations Management." There's no particular trick to doing this work, but it must be done by any supervisor, if he is to keep on top of his job.

Use job methods improvement

The methods people use to get jobs done are many and varied. Some are cumbersome; some are efficient. Studies--with your people--of how they are doing their various jobs can often help improve their productivity, to say nothing of making their work easier. Studies of this sort are often neglected too long, even by otherwise capable supervisors. They have to be planned for and scheduled in advance. They take little time, but well-handled, they are of great value. There's a technique for making such studies, known as Job Methods Improvement or JMI, extensively used in industry. It's well worth knowing.

They must make inspections

Any supervisor has to see to it that activities are going according to plan, that his people are carrying on their work as scheduled and agreed. To do this, he has to inspect, -- that is, observe the work and results, the methods and techniques used, and how well things are running. It is important both to him and to his people that he do this. He must know in order to do his work properly. His people should know where they stand. They have a right to be inspected, to be sure they're doing what's wanted, **or** to be helped to get things straight.

Follow government  
procedure

The technique of making inspections, their value, and uses are to be found in "Inspection in the Soil Conservation Service," issued in 1954 and available in the Washington and State offices. Every supervisor wants a copy.

We may group here a number of things, such as Standards of Performance, Performance Ratings, awards, safety techniques, defense planning (in these days of Cold War), and other governmental procedures. As a supervisor, it is highly important that you know what the procedure is in each case. Your people rely on you to know what to do about any one of these items. The Administrative Procedures Manual has most of the information. Use it for all it's worth; and if you're not satisfied, ask your supervisor for additional information.

Situation - Employee, GS-5 Botanist in seed laboratory nursery when closed. He was reassigned to a work unit as Soil Conservationist GS-5 in lieu of reduction in force. Excellent student, above average intelligence, high integrity. Somewhat out of his field in work, lacking in confidence and know-how in dealing with farmers. Employee was discouraged and considering resigning.

Objective - Develop him into a strong work unit technician with confidence and know-how in working with farmers. Keep him challenged and utilize his technical knowledge and ability.

Facts

1. Employee had high potential worth saving.
2. Highly trained botanist - high integrity.
3. Discouraged - uncertain about ability to do farm planner job.
4. Ready to resign if encouraged to do so.
5. Needed help in working with farmers.
6. Needed broader training in complete conservation program.
7. Aviator in World War II - shot down - POW in Germany.

Possible Action

1. Encourage employee to resign.
2. Encourage him to remain with SCS and train and develop him.

Action Taken

1. Get acquainted with employee and convince him of my confidence in him and my desire that he stay with SCS.
2. Show him how he could help me and others in learning plants.
3. Give him training.
4. Challenge him through assignments outside his job.

Results - Employee is happy. Has been promoted to GS-7. Has planned a career in the SCS. He prepared glossary on plants in the Area.

He is being recognized as a leader in work unit and area in plant technology.

Situation - An SCD Supervisor and the manager of the Chevrolet Agency during a 2-day period came to the WUC and asked his help in getting Riley Johnson, GS-4 Conservation Aid, to pay on a debt he owed each of them. WUC talked to Riley, he admitted indebtedness and promised to make regular payments. When asked if he had any other obligations, he said no. The following week another creditor came to see the WUC. Again the WUC had a private conference with Riley Johnson. Again he admitted this debt, but said he forgot to mention it before.

Objective - Clear up situation that was causing embarrassment to the SCS and the individual employees of the work unit.

Facts

1. Riley Johnson had completed 7 months of his probationary period.
2. Married - no children.
3. Learns quickly - makes good impression - doing good field work.
4. He had favorable report from training center.
5. WUC was ready to help him work out a plan to liquidate his indebtedness over a period of time.
6. When he found that Riley had not told him the truth about his debts, he was ready to terminate him.
7. WUC recommended separation during probation.

Possible actions

1. Retain employee. Try to help him clear up his debts.
2. Recommend separation.

Results - State Office approved recommendation of WUC and AC to separate employee. Public reaction indicated sound decision.

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## HOW TO HANDLE SUPERVISORY PROBLEMS

### Get the Facts

Review the record.  
Find out what rules and customs apply.  
Talk with individuals concerned.  
Get opinions and feelings.  
BE SURE YOU HAVE THE WHOLE STORY.

### Weigh and Decide

Fit the facts together.  
Consider their bearing on each other.  
Check practices and policies.  
What possible actions are there?  
Consider effect on the individual, the group, and production.  
DON'T JUMP AT CONCLUSIONS.

### Take Action

Can you handle this yourself?  
Do you need help in handling it?  
Should you refer this to your supervisor?  
Time your action properly.  
DON'T PASS THE BUCK.

### Check Results

How soon will you follow up?  
How often will you follow up?  
Watch for changes in output, attitudes, and relationships.  
DID YOUR ACTION RESULT IN THE ACHIEVEMENT OF YOUR OBJECTIVES?

## PRINCIPLES OF SUPERVISION

1. Supervisor must know his people as individuals.
2. Employees understand what is expected of them.
3. People must have guidance in doing their work.
4. Good work should be recognized.
5. Poor work deserves constructive criticism.
6. People should have opportunities to show they can accept greater responsibility.
7. Work in a safe and healthful environment.



# HOW TO GET MAXIMUM HELP FROM YOUR EMPLOYEES

1. GIVE EACH EMPLOYEE SPECIFIC AND WELL-DEFINED RESPONSIBILITIES.
2. JUDICIOUSLY DELEGATE TO EACH EMPLOYEE THE AUTHORITY HE NEEDS TO ACT AND TO MAKE DECISIONS.
3. ALLOW EACH EMPLOYEE FULL OPPORTUNITY TO USE HIS INITIATIVE AND RESOURCEFULNESS.
4. MAKE USE OF EFFECTIVE INCENTIVES.



# A SUPERVISOR MUST MAKE DECISIONS

HERE ARE THE STEPS IN  
CONSTRUCTIVE REASONING

1. RECOGNIZE THE PROBLEM
2. COLLECT PERTINENT FACTS
3. CLASSIFY, SIFT AND WEIGH THE FACTS
4. FORMULATE A SOLUTION
5. TEST THE SOLUTION, WHEN POSSIBLE
6. ADOPT AND EXECUTE THE SOLUTION



# GIVING CONSTRUCTIVE CRITICISM

1. MAKE SURE THAT CRITICISM IS DESERVED
2. GIVE CRITICISM IN PRIVATE
3. BE OBJECTIVE, HELPFUL AND UNDERSTANDING
4. AVOID ARGUMENT
5. GAIN AGREEMENT ON A PLAN OF ACTION
6. DON'T DO OR SAY ANYTHING THAT WILL CAUSE THE EMPLOYEE TO LOSE HIS FEELING OF IMPORTANCE, SELF-RESPECT OR PRIDE



# HANDLING GRIEVANCES

- 1. GET ALL OF THE FACTS — GET BOTH SIDES IF TWO PEOPLE OR Factions ARE INVOLVED.**
  
- 2. DEAL WITH GRIEVANCES PROMPTLY.**



**DEVICES FOR IMPROVING  
LONG DISTANCE SUPERVISION**

**WRITTEN WORK PLANS**

**MEETINGS**

**REGULAR, PLANNED VISITS**

**WRITTEN REPORTS**

**MANUALS AND HANDBOOKS**

**LETTERS AND MEMORANDUMS**

**TELEPHONE AND TELEGRAPH**



# BUILDING MORALE IN A GROUP

1. ACQUAINT EMPLOYEES WITH THE NEED FOR AND BENEFITS OF SOIL CONSERVATION.
2. ACQUAINT EMPLOYEES WITH THE OBJECTIVES AND PURPOSES OF SCS.
3. DEVELOP EMPLOYEES' CONFIDENCE IN THE LEADERSHIP OF THE ORGANIZATION.
4. KEEP EMPLOYEES WELL-INFORMED.
5. ADJUST GRIEVANCES PROMPTLY AND FAIRLY.
6. GIVE TIMELY AND APPROPRIATE RECOGNITION TO OUTSTANDING WORK.



# BUILDING MORALE IN A GROUP

(CONTINUED)

7. GIVE EMPLOYEES SPECIFIC AND WELL-DEFINED RESPONSIBILITIES.
8. JUDICIOUSLY DELEGATE AUTHORITY.
9. ALLOW EMPLOYEES TO USE INITIATIVE AND RESOURCEFULNESS.
10. MAKE USE OF EFFECTIVE INCENTIVES.
11. HELP EMPLOYEES TO PREPARE FOR POSITIONS OF GREATER RESPONSIBILITY.









